DOCUMENT RESUME

ED 463 025 JC 020 252

TITLE	Accrediting Commission for Community and Junior Colleges Annual Report, 2000-2001.
INSTITUTION	Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.
PUB DATE	2001-00-00
NOTE	29p.
PUB TYPE	Collected Works - General (020) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); *College Outcomes Assessment; College Role; *Community Colleges; *Educational Objectives; Educational Technology; Enrollment; Higher Education; *Program Implementation; *Self Evaluation (Groups); Two Year Colleges

ABSTRACT

This annual report from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) contains information on commission activities during 2000-2001. One of ACCJC's top priorities was Project Renewal, a "360-degree" examination of the commission and all of its operations. For this peer-based review, hundreds of administrators answered questionnaires and participated in interviews and task forces to promote deeper, more broadly based discussions on institutional quality. As expected, new issues emerged, perhaps the major one being the accreditation of foreign institutions, which currently is under discussion. This report also includes information on institution-based, nationally based, and accreditation-based issues, such as: (1) the learning paradigm and the competency movement; (2) effectiveness and accountability; (3) distance education; (4) virtual libraries and information literacy; (5) faculty roles; (6) student attendance patterns; (7) Council for Higher Education Accreditation recognition; (8) increased interregional cooperation; (9) extended services; and (10) public disclosure. Some of these contextual issues will have clear implications for change in existing ACCJC standards and practices. Finally, this report discusses college responses to annual report questions. Information on student enrollment, job placement, human and fiscal resources, and institutional outcomes is summarized. (MKF)

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Accrediting Commission for Community and Junior Colleges

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Annual Report 2000-2001

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A MESSAGE FROM THE COMMISSION CHAIR

Wallace Albertson

Among ACCJC's top priorities for the year has been Project Renewal–a self evaluation evincing the commitment of the ACCJC to regular and comprehensive evaluation as a means of ensuring effectiveness. The activities of Project Renewal are being used to inform the development of a new set of ACCJC standards to be published in fall 2002. I commend the hundreds of volunteers who demonstrated their belief in peer review and self-regulation as the core of accreditation by supporting this effort. It is this kind of professional commitment that makes accreditation in this country a uniquely dynamic and effective process for maintaining the integrity and quality of our colleges.

I would also commend my fellow Commissioners for their detailed review of the activities of Project Renewal at their March Retreat. Their spirited discussions and consistent focus on evaluating ACCJC and its functions in support and encouragement of member institutions are inspiring. It would be difficult to find a more responsible and hard-working group of individuals. Their belief in the accreditation process as a means for assisting institutions to improve is evident in all of their deliberations.

A few comments on one other major event this year---the retirement of Executive Director David B. Wolf. Dr. Wolf has served all of us associated with ACCJC well. His integrity, his vision, and his total grasp of the issues facing American higher education have made his tenure as Executive Director exciting and productive. We shall miss him.

The Commission's search process to replace the Executive Director resulted in the appointment of Dr. Barbara Beno, an experienced administrator and former Commissioner.

And, finally, this edition of the Annual Report marks the fifth such publication. The effort began as a means for addressing issues of public disclosure, a way of making the Commission's activities more visible and less "mysterious". I believe that the Annual Reports have accomplished this mission and that you will find each of the reports herein candid, interesting, and thorough.

Wallace Albertson Chair

ACCJC

A MESSAGE FROM EXECUTIVE DIRECTOR DAVID B. WOLF

I suppose that the title of this article is a bit misleading, as by the time that you will be reading this, Barbara Beno will have assumed the role of Executive Director of the Commission, a role that she will fulfill with great distinction. As a last communication with the ACCJC's members and interested friends, however, I am pleased to recount some of the important happenings from the year that just closed.

Of central importance, the Commission conducted 34 comprehensive visits this past year (the largest number for any one year in ACCJC history), the results of which are reported by Darlene Pacheco elsewhere in this Annual Report. Interestingly, three of these reviews related to institutions seeking initial accreditation, signifying a bolstering of the recent trend to increases in membership. At the present time we are aware of several institutions that have either established eligibility for accreditation, or are in the process of seeking this status, so this trend can be expected to continue for at least the next couple of years.

One of these comprehensive reviews deserves special mention because it represents the first joint review of a two-year college by both ACCJC and the WASC Senior College Commission. As a result, Northern Marianas College is now accredited as a two-year college offering a single Baccalaureate degree (in Teacher Education).

In an effort to refine the review of colleges in multi-college districts or systems, three pilot efforts were conducted in 2000-01 involving colleges in the Coast District, the Hawaii System, and the Los Angeles District. In each of these cases, the central offices developed self studies, received team visits and team reports, at the same time that colleges in their districts/system received them. A detailed evaluation of these processes has been conducted, and enhancements to these initial processes are being fashioned. The intent is to include reviews of all central offices as part of simultaneous reviews of district/system colleges beginning in 2003.

Continuing the tendency to increased follow-up activity, 15 follow-up visits of various types were conducted, in addition to the three interim or progress reports and four focused mid-term reports that were filed that did not involve visits.

Of course Project Renewal, the 360 degree examination of the Commission and all of its operations, was a major focus during the past year. Gari Browning's discussion in this Annual Report provides the details, but the participation of hundreds of colleagues through questionnaires, interviews and task force participation not only lends accuracy and credibility to the results of these efforts, but also reinforces the professional foundations of peer based regional accreditation. The emerging new standards are of particular importance. The intent embodied within them–to promote deeper, more broadly based discussions on institutional quality–stems from the profession and represents an important response to the challenges of these times. An important element of Project Renewal is the comprehensive review of all of its policies that the Commission has just completed. As expected new issues emerged, perhaps the major one being the accreditation of foreign institutions. This is a very complex matter that continues under consideration.

This past year saw significant changes in the annual report filed by each member institution. Further encouraging colleges to measure learning outcomes, the new format seeks additional data that can be consolidated and provided to the federal government and other interested parties as evidence of institutional quality and improvement.

During 2000-01 the ACCJC joined the other regional commissions in a number of cooperative measures. The most recent, a "Statement of Commitment for the Evaluation of Electronically Offered Degree and Certificate Programs" with an accompanying set of "Best Practices and Protocols," is significant not only for its substance, but also for the evidence it supplies of continuing and intensified efforts by regional accreditors to address issues that cross regional lines. This was also the year that Western Governors University achieved candidate status from the Interregional Accrediting Committee, and ACCJC was a very active participant, with three other commissions, in this effort. The Commission has also worked closely with the Council for Higher Education Accreditation (CHEA) on a number of substantive issues. CHEA's very important "Statement on Transfer and the Public Interest" is just the latest example.

Commission staff continue to be active in supplying workshops of various types, and appearing in various forums where accreditation issues are discussed. Special on-campus self study preparation sessions continue to be requested in large numbers, and no such request has gone unfulfilled. The seventh Assessment Institute was conducted last fall in Oakland (with thanks to the Peralta CCD) with a turnout of nearly 300 individuals from 49 different institutions; the eighth Institute will be sponsored by San Diego Mesa College in fall, 2001. The Community College Leadership Development Initiative, in which the Commission has great interest, continues to mature; during this past year it saw, among many important accomplishments, the creation of a Community College Leadership Institute at Claremont Graduate University, and passage of a bill in the California legislature aimed at supporting community college leadership development programming.

A word must be said about the folks on the Commission itself. Each year senior members of the Commission complete service and new members come on board. In 2001 four very distinguished leaders completed their service: Leon Baradat (nine years of service including two as Chair), Barbara Beno, George Boggs and Lee Lockhart. Welcomed to the ACCJC were Jim Cunningham (Public Member from Merced), Lurlean Gaines (Faculty Member from East Los Angeles College), Brice Harris (Chancellor of the Los Rios CCD) and E. Jan Kehoe (President/Superintendent of Long Beach City College). Throughout my years with the ACCJC, members of the Commission have consistently modeled the kind of objectivity and commitment that warrants professional and public support; as well, these individuals have been a source of guidance and inspiration for me. This will continue.

And a very final comment. I have enjoyed a wonderful career in higher education. Serving as Executive Director of the ACCJC has been its highpoint. Drawing together our best and most active minds to focus on the quality of education supplied by our colleges, and ways to encourage quality improvement–it doesn't get much better. To all of the people involved with this most American and most important enterprise–Commissioners, team members, self study authors, leaders in member institutions, task force members, colleagues in other commissions, CHEA leaders, even federal oversight officials–let me say thank you and best wishes.

David B. Wolf

The Bigger Picture: A Look at the Current Context for the Commission and Regional Accreditation

by David B. Wolf

As the Commission prepared through Project Renewal to look deeply into its own practices, policies, standards and operations, it took the time to reflect on the context in which it is operating, and the pressures, tendencies and trends that should be recognized in determining a wise path to pursue in fulfilling its purpose. The discussion which follows, modified and extended in response to comment, was used to help shape the introspection. It is intended to outline the major forces currently impacting quality in higher education and accreditation practice, organizing them in a useful manner.

FRAMEWORK

The complexity of issues facing regional accreditors is increasing. When the ACCJC last undertook a comprehensive review, the major contextual themes had to do with federal regulation, increasing pressure for outcome measures, globalization, distance learning and public accountability. All of these issues continue but have become more elaborate. In addition, there are specific issues that today spur change in accreditation that did not exist in the mid-1990's. For purposes of discussion, the context for accreditation at the beginning of the 21st century is organized around those issues that emanate from higher education institutions, those that emanate from the government and nationally based organizations, and those that emerge from the accreditors themselves.

INSTITUTION-BASED CONTEXTUAL ISSUES

The Learning Paradigm and the Competency Movement: "Learning centeredness" can be considered the defining issue of these times. It has taken center stage in most strategic discussions of institutional (and programmatic) accreditation. While discussion about moving collegiate focus from teaching to learning is not a new idea, colleges have typically been slow to operationalize such a shift. A big part of the reason for this is that an emphasis on learning strongly implies the assessment of learned competencies. Indeed, in their purest form, these competencies displace "seat time" as a figure of merit in defining the requirements for certifications, including the degree. Adjustments like these are very complex and the accreditation and quality assurance issues associated with them are many.

With the advancement of the "Learning Paradigm" has come increased emphasis on the assessment of the learning that takes place as a result of particular institutional efforts. Some success has been achieved in the advancement of these measures at the course level, but this is less the case at the program (major) and degree level (note also the discussion on Effectiveness and Accountability below). Additional measurement problems are created when an institution employs measures of "competency" in assessing learning, as opposed to grades for seat time. Comparison or conversion of measures of achievement between "competency" and "credit hour" systems has yet to be commonly accepted.

The assessment of "prior learning" is a related matter. Enhancing systems which evaluate the entering student's level of advancement and preparedness for instruction in a particular program (particularly some vocational programs) is a matter of some currency. Given increasing numbers of more mature students returning to college to obtain rather specific learning goals, it is likely to be of even greater importance in coming years.

Effectiveness and Accountability: With the release of the ACCJC Standards of 1996, effectiveness received new attention. Our Standards joined other forces calling for accountability through the improved specification of institutional objectives and especially learning outcomes for students. Colleges have clearly made good faith efforts to respond to these pressures though no institution can be said to have done so in a fully adequate manner. There is much yet to be done on developing the state of this art. While the locus of pressure for accountability continues to emanate from sources external to the institutions (the states, the federal government, student interest groups), the institutions themselves are increasingly engaged internally in substantial responses. Colleges are now asking much more sophisticated questions pertaining to measures and assessment, and the accrediting community should be playing an active role to assist.

Strategically, the initial emphasis on institutional effectiveness has focused on building the capacity to assess institutional performance. Some institutions are now ready to establish performance bench marks with the intent to "raise the bar" over time. The Commission needs to be prepared to work with institutions that reflect a very wide range of sophistication, but to lend more emphasis to those institutions that have developed the capacity and now are using this capacity to define specific effectiveness goals.

Distance Education: Throughout the nation, traditionally organized institutions have diversified the methods they employ to deliver educational programs. The technology-based diversification of instructional delivery that began with instructional television has been mightily impacted by the world wide web and the Internet. While television is still a very popular delivery method, computer-based devices are by far the fastest growing element. Even as the computer has captured the imagination of student and faculty, its use in instructional delivery has raised a number of new questions regarding quality assurance. Assuming the effectiveness of computer-based delivery systems, the necessity for appropriate instructional and student support services delivered at a distance arises. Student readiness for use of higher forms of technology must also be determined. Distance education raises other quality issues which will be discussed below.

Virtual Libraries and Information Literacy: The nature of information storage and access is changing rapidly in our institutions. For most students and faculty the training necessary to conduct electronic information searches and retrieve the information sought is now essential. Establishing institutional expectations in this regard and providing appropriate training is an institutional quality issue.

Faculty Roles: The impact of instructional technology on campus (as distinct from distance education, but including it) is leading, in many cases, to a redefinition of the role(s) of faculty. While this has been most clearly dramatized by some of the "new providers" (e.g., Western Governors University, Jones International University) many of our traditional institutions are re-contouring faculty responsibilities in similar ways. This phenomenon is sometimes referred to as "unbundling" of traditional faculty roles and establishes specialties such as academic advising, program design, course development, instructional delivery and assessment; circumstances now exist where persons considered faculty spend all of their time in one of these specialties. Clearly, these changes have implications for accreditation standards in a number of dimensions.

Other matters have to do with part time faculty. One has to do with the proportion of institutional instruction that is supplied by part time faculty. The second matter has to do with the equity of support provided to part time as opposed to full time faculty (office space, computers, development opportunities, etc.). A third dimension relates to unbundling; in some cases institutions may be defining their full time faculty core in a unique manner and employing significant numbers or exclusively adjunct personnel to fulfill some faculty responsibilities. All of these matters can have quality implications.

Student Attendance Patterns: The transfer of student credits has become a more significant issue in recent years. No doubt in part due to resource limitations in higher education, course availability for students has made timely degree completion more difficult. For community college students work obligations are commonly an additional personal scheduling issue. As a result, students are more commonly taking credits from more than one institution as they seek to complete degrees. This has made more significant the transfer procedures that institutions employ when deciding whether to receive credit that a student has earned elsewhere. Also noted is pressure from nationally accredited institutions who have expressed, with increasing energy, their concern that regionally accredited institutions heavily emphasize regional accreditation when accepting credit earned elsewhere. Equity to transferring students is a matter deserving additional attention. In many cases, major change in occupational settings requires individuals to return to student status from time to time during their careers. Community colleges seem to be particularly well suited to meet these needs, even for persons with baccalaureate or advanced degrees. Both attention to the preparation of students for lifelong learning and providing appropriate pedagogy and support services may be quality issues in many institutions.

Student Diversity/Affirmative Action: The ACCJC has clear expectations with regard to diversity issues. Historically, institutions aligned affirmative action plans with some of these diversity matters. In recent years formal affirmative action systems have waned in significance, somewhat heightening the prominence of accreditation standards on this issue. Revisiting diversity in the standards will be an important but sensitive undertaking.

Efficiency Issues: Especially in public education, increases in enrollment are anticipated over the foreseeable future but proportionate resources are not likely to be available. Thus, attempts to make educational service delivery more efficient are of great interest. One measure in this regard has been the desire of the four-year segments of education to concentrate remedial education elsewhere, presumably in the community college. Another attempt at increased efficiency involves the sharing of educational facilities in the form of "higher education centers." These facilities typically provide classroom and instructional support capacity for more than one higher education provider (frequently at the baccalaureate level) and are commonly located on a community college campus and /or managed by a community college. Third, evidence of concerns for efficiency is the increased pressure for system-wide articulation agreements to ease the transfer of students between community colleges and four-year institutions.

Technology: Previous mention has been made of technological matters as they arise in distance education and virtual libraries. However, technology is now a ubiquitous force throughout our colleges and has impacted both college policy and organizational structure. It is making new fiscal claims and requiring complex planning, both to take maximum advantage of new developments and to anticipate obsolescence.

Computer systems are becoming larger and much more complex. The necessity to undertake major system conversions from time-to-time can create circumstances that jeopardize institutional operations of every sort (administrative and instructional). Protecting the quality of institutional operations vulnerable to system conversion problems is a very practical issue of these times.

System complexity and regular system upgrades (and occasional major system changes) increases the need for training. This extends to faculty, staff and students. The technology training required of the major campus constituencies may be different with regard to substance and delivery.

Where colleges are making major commitments to classroom technology, conventional faculty workload formulas may have to be revisited and issues of course and materials ownership may need to be clarified. Especially where asynchronous learning systems are involved (and especially at a distance), new issues of academic honesty and ethics now must be addressed.

Outsourcing: Contracting with vendors for items such as food and bookstore services has been a common practice in colleges for a long time. A different sort of outsourcing is emerging and it is closer to the core operations of our institutions. Specifically, the provision of "portal," "platform," and instructional support services are now more commonly the subject of contracts since all of these services directly relate to the delivery of instruction, failure on the part of a vendor could have a crucial impact on a student's experience. As colleges seek to achieve additional efficiencies, there is an attractiveness of new vendor relationships (especially in the area of student support services) that have so far not appeared in wide practice.

New Providers: We have noted that distance delivery technology has permitted traditional institutions to reach new student markets as well as serve their traditional clientele more conveniently. This technology has also spawned "new providers." These new entities are of several types and pose a number of significant challenges for accreditors.

Some new providers are not accredited organizations but can provide curriculum, frequently of excellent quality, directly to the student. In some cases, accredited institutions find delivery agreements with these providers to be advantageous. This is not a new phenomenon, but the extent to which accredited institutions are entering into such agreements is expanding rapidly.

A second type of new provider is the "virtual college." This organization is not traditional in that there is no campus to which a student could commute. Rather, all offerings and support services are provided at a distance. Some virtual colleges seek regional accreditation. While we have some initial experience (Western Governors University and the related InterRegional Accrediting Committee) with this kind of institution, there is still much to be learned about both appropriate standards and procedures in dealing with them.

A third type of new provider is the "virtual consortium." These are typically groups of accredited institutions who cooperate in delivering a broader variety of course and degree work than any single member could supply individually. To the extent that degrees have been typically offered through the individual accredited entities, these consortia have not posed major accreditation challenges. However, recent discussions at the national level indicate that at least some of these organizations that do not grant a degree in their own name would nonetheless desire a means to discuss and certify the quality of their operations, and regional accreditors would be natural partners in this regard. Furthermore, at least one consortium offers a degree in the name of the consortium. Appropriate criteria and processes will very likely have to be developed for both such circumstances.

Time to Degree: As noted earlier, student course-taking profiles are complex and varied. In an environment of increased course-taking demand and of resource scarcity, the structure of course availability will be a continuing challenge. The ability of students to obtain the educational elements they need when they need them is likely to be increasingly important and thus a more significant institutional quality indicator.

Carnegie Unit (or Whatever): Relating to some of the new delivery modes discussed above and much experimentation in course structures is the viability of the Carnegie Unit (one unit equals one hour per week of lecture with three hours of out of class study for 17 (or is it 16 or 18?) weeks.) In practice, there exists a great variability in the interpretation of the Carnegie Unit. Should measures of competency displace the credit hour or exist next to it, important questions regarding equivalencies and transfer conversion must be solved. These certainly represent instructional quality assurance challenges.

Custom Training: Community colleges have for many decades engaged in special vocational programs designed for particular employers. Increasingly, this programming has been done under contract. While this phenomenon does not represent much that is new, it does suggest that added emphasis be given to institutional curriculum control and approval processes to guard against undue influence by purchasing parties.

International Education: The marketing of course work to foreign nationals is not a new issue. This very frequently appears as on-campus programs for other than American citizens. It has also taken the form of contractually specified programs for foreign nationals delivered overseas by American accredited institutions. Institutions now have the ability to market distance learning course work just about anywhere in the world. The ability to fulfill accreditation standards when supporting these various types of programs is raising a variety of difficult issues.

NATIONAL AND FEDERALLY BASED ISSUES

New USDOE Regulations: With the signing of the Higher Education Act of 1998, discussions began which have resulted in a new set of implementing regulations pertaining to federally recognized accrediting agencies. There are many changes in the new regulations (which went into effect in July 2000). Some simplified accreditation (the elimination of State Postsecondary Review Entities, the elimination of the "unannounced visit"), some added new emphasis (making learning outcomes a more significant priority in accreditation standards), and some new matters were added (requiring attention to litigation in which an institution might be engaged, gathering of specific data on all institutions and stating how this data is used by accreditors, specific attention to quality in distance education offerings). All federally recognized accreditors are revisiting their policies and procedures in light of these changes and will have to demonstrate compliance with them at the time of their next federal review (the ACCJC is scheduled to submit its next report in May 2002).

CHEA Recognition: The Council for Higher Education Accreditation (CHEA) has recently developed its recognition procedures, requiring participation in both eligibility and comprehensive review phases. The first accrediting agencies are just now participating in eligibility reviews. The ACCJC is scheduled for review in fall 2001. CHEA recognition will also require a careful review of our practices and will be greatly assisted by our Project Renewal efforts.

National Initiatives: The U.S. Department of Education is sponsoring two distance education projects of special interest to accreditors. The Distance Education Demonstration project is experimenting with different ways in which federal financial aid can be provided to students through institutions that primarily deliver instruction through distance methods. At the present time, federal regulations do not permit federal financial aid through institutions that provide 50 percent or more of their instruction at a distance. The Learning Anytime Anywhere Project offers federal support to a wide variety of distance education

experiments. Some of these have to do with specific technologies, some have to do with organizational arrangements internal to a traditional institution, some have to do with new organizational forms including consortia. From this project will come new possibilities and information and no doubt new accreditation challenges.

For several years, The PEW Charitable Trust has focused considerable attention on regional accreditation. The Trust has funded major standards and process revision experiments with WASC-Senior, and North Central and Southern Commissions (they have undertaken a smaller project with New England) and have just funded a final project with all eight regional commissions. The more precise outcomes of these initiatives are discussed below. Suffice to note here that these experiments have fostered significant departure from traditional accreditation practices and are "opening up" important possibilities.

ACCREDITATION-BASED ISSUES

Increased Interregional Cooperation : The eight higher education regional commissions have for many years met periodically to discuss matters of mutual concern. As recently as eight or nine years ago the necessity to meet proved very limited. With the Amendments to the Higher Education Act in 1992 and the ensuing demise of the Council on Postsecondary Accreditation (COPA), this changed somewhat. The fashioning of a COPA replacement (eventually this became the Council for Higher Education Accreditation) brought accreditors together around this single issue. By 1996 the desirability of a formal organization to facilitate gatherings of the eight higher education commissions was discussed, and an initial retreat of all of the staffs of these commissions was conducted that summer. The Council of Regional Accrediting Commissions (C-RAC) was formally established in 1998 (consisting of the Chairs and Executive Directors of the eight commissions) and the frequency of meetings and the number and complexity of issues addressed by this group has been increasing over time. Having recently established common accreditation policy and procedures for institutions that have physical operations in more than one region, C-RAC has just completed work on common protocols for the review of distance education. Such matters as developing consistent protocols regarding assessment of student learning and recognizing accreditors in foreign countries could be on the C-RAC agenda in the future. Though the exact content of that agenda is not clear at this time, the likelihood of significant continuing cross-regional cooperation is considerable.

Technology as Employed by Accreditors : Even as technology is impacting educational institutions, so is it making more activity possible and requiring more resources and training for accreditors. Technology could impact the ACCJC in many ways; several examples have been under discussion by staff:

1. Making wider use of the website as a means of obtaining information from member institutions and perhaps others. The web has the potential to make both routine report submission and perhaps special surveys very efficient.
2. Making use of the website as a training tool. We have just launched a first evaluation team member refresher course on the web. This is a simple text-based effort, but offerings that include streaming video and perhaps web exchange with a staff member are possible.
3. Electronic data storage. We have been working on this for some time, and we are storing some self study and team report text in electronic form presently. In the future we would like to convert as much of our institutional files to electronic form as possible.

4. Data base consolidation. Relational data base software now make possible the consolidation of all the data that is routinely handled by our office. This has the potential to greatly simplify the maintenance of the information we use regularly (mostly the evaluator data base, and various mailing lists).
5. Automation of evaluation team formation processes. This has been done with varying degrees of success by other commissions. It has the potential to both speed the formation and repair of teams, and promote a more thoughtful use of our evaluator resources.
6. Commissioner text delivery. The time may not be far off when, rather than supply Commissioners with hard copy in preparation for meetings, the text could be provided either through a lap top computer and a CD or DVD or some similar system.

Some of these changes are probably feasible now, and some will await further technical and pricing improvements. Given the rate of new possibilities provided by technology, other useful ideas will certainly present themselves. Prudently adopting these opportunities will require careful analysis.

Extended Services: In general, regional accreditors are working more closely than ever before with member institutions . More extensive interaction in gathering and disseminating information from institutions and offering self study and other report preparation assistance are conventional ways in which service is being extended. However, more sophisticated types of consultation in such areas as learning outcomes measurement and bench- marking are under consideration by some commissions. Providing accreditation services to non-American institutions is another service that some are already providing. These additional services are, in many cases, intended to be a source of additional revenues.

Competition: While no significant case has emerged yet, new accrediting organizations can be created at any time to meet needs that are not being filled or not being properly filled. The current array of federally recognized regional, national and specialized accrediting bodies has been stable for many years. Some, for example, have suggested that virtual institutions would likely warrant an accreditation agency contoured to their type of institution. Others have mentioned the possibility of accreditors from other nations doing work in the United States.

Public Disclosure: Most federally recognized accreditors have taken steps over the last several years to provide more public access to accreditation information (the ACCJC has done so as well). Self studies, interim reports from institutions, evaluation team reports, and action letters continue to be considered privileged documents by most accreditors. In the future there will likely be continued calls for increased "transparency," and finding a healthy balance between providing candid information widely while permitting institutions the opportunity to discuss problems in a manner that results in improvement will require some creativity.

Alternative Quality Assurance/Improvement Systems: Accreditation is an evolving art form. The focus of accreditation standards has changed over time (to institutional resources were added processes and then outcomes). Now accreditation processes as well as standards are being scrutinized, and interesting new approaches have been developed and are being implemented. The North Central Association is encouraging its members to consider employing a new "Academic Quality Improvement Project" which is built around Baldrige Award type criteria and processes. The WASC Senior College Commission has adopted new more streamlined standards and a process that stems from "academic audit" practices. Both of these well funded and highly publicized efforts feature a strong emphasis on measuring student learning, organizational improvement, and more continuous contact between the institution and the

commission. There is much to be learned from these and other efforts at reform and advancement. There is an interest on the part of several ACCJC member institutions in alternative models, particularly Baldrige type review.

CONCLUSIONS

Project Renewal is underway at a time in which much change is in the wind. Some of the contextual issues would have clear implications for change in existing ACCJC standards and practices. Others suggest significant possibilities. We find ourselves at a moment which would appear to be able to sustain change. The challenge now will be to find the appropriate actions that will both sustain the strong reputation of the Commission as a quality assurance agent, and provide leadership for institutional improvement by continuing to purposefully challenge member institutions. History would suggest that the Accrediting Commission for Community and Junior Colleges will find the way to maintain this crucial balance.

COLLEGE RESPONSES TO NEW ANNUAL REPORT QUESTIONS

by

Dr. Gari Browning, Associate Director

Dr. Gari Browning

In response to the new requirement of the US Department of Education that accrediting commissions collect and use institutional data, ACCJC added questions to its annual report this year. Colleges reported on student enrollment, job placement, human and fiscal resources, and institutional outcomes, most often in the form of IPEDS data. Rather than revealing a snapshot of the institutions the Commission accredits, these data illustrate how diverse ACCJC colleges are and how difficult it is to draw useful generalizations from this type of information. Of the 138 colleges accredited by ACCJC at the time of the annual report, the data for 132 are included in this summary.

Diversity of ACCJC institutions revealed in IPEDS data

The ranges of full-time, part-time, and transferring students illustrate the wide array of sizes of colleges accredited by ACCJC.

Number of Full-time Students per College	
Range	5 - 9,427
Colleges with fewer than 50	2
Number of Part-time Students per College	
Range	0 - 21,328
Colleges with fewer than 50	9
Number of Transferring Students per College	
Range	6 - 542
Average	0 - 707

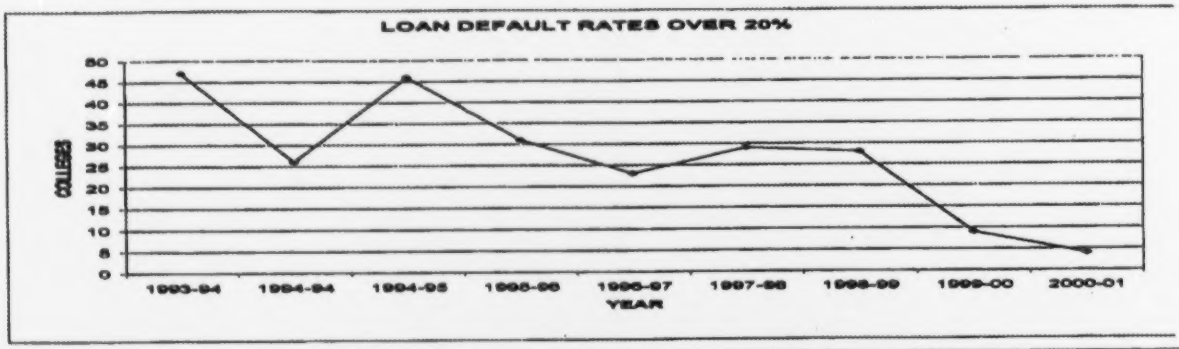
The full-time/part-time status of instructors employed is further evidence of the variety inherent in ACCJC colleges.

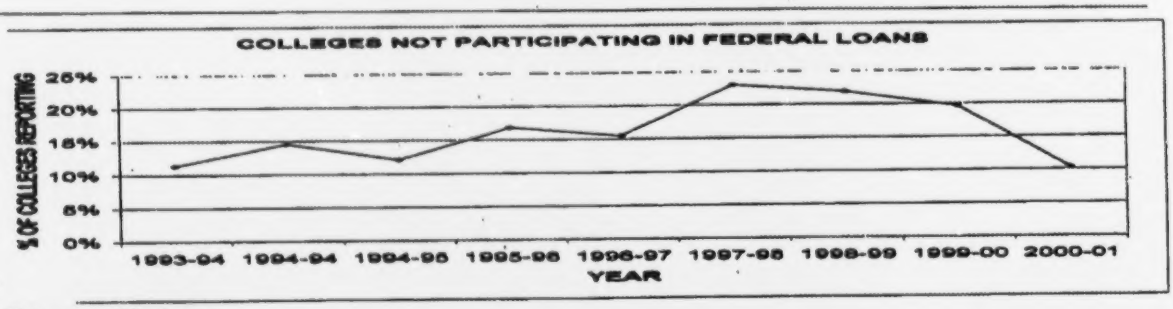
Number of Full-time Instructors per College	
Range	0 – 804
Colleges with fewer than 4	4
Number of Part-time Instructors per College	
Range	0 – 1,137
Colleges with fewer than 4	2

Another key to the variety of college size is reflected in the fiscal data collected. Institutional revenue ranges from $56,345 for the smallest private college to $215,685, 217 for the largest public college district.

Measures of institutional vitality

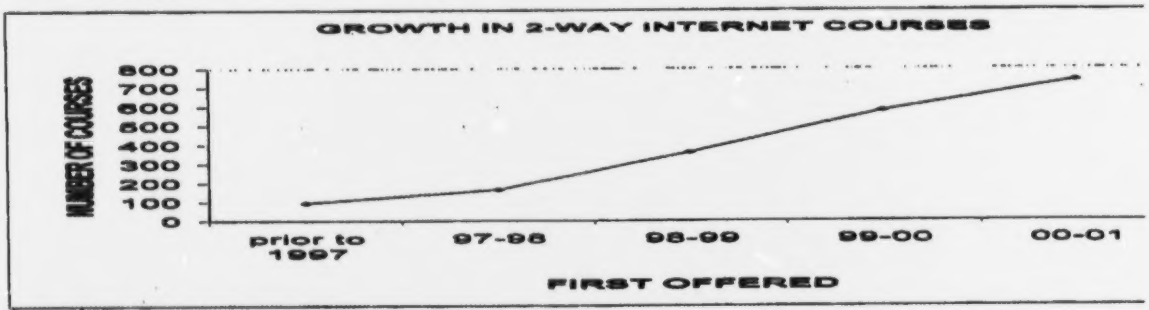
Financial information on ACCJC-accredited institutions suggests colleges are fiscally healthy, with just twelve colleges reporting a fiscal shortfall and very few reporting audit exceptions. The number of colleges with loan default rates above 20% continues to decline as it has over the last several years. Four colleges reported loan default rates above 20%, the fewest since 1993-94. The number of colleges not participating in federal financial aid has continued its downward trend to just seven colleges in 2000-01.





Program Updates

Colleges continue to serve their student populations by adjusting the types of programs offered. Eighty-two colleges reported adding 305 new programs last year and twenty-seven reported adding 50% or more of a program at a new location. Twenty-three colleges added programs for non-US nationals. The number of new internet courses continues to increase at a steady rate. In 2000-01, eighty-five colleges added 736 new internet courses, the vast majority of which have been created by college faculty for transfer or degree credit



Capacity to measure outcomes

The newly proposed accreditation standards focus the institutional mission on a commitment to student learning and ask that learning be the determiner of institutional improvement. In the future, each college will identify and measure student learning outcomes at the course, program, and degree levels. The college will use this information as evidence that improvement is occurring. In addition to the data ACCJC typically requires, the Commission asked institutions about how colleges were measuring achievement of their mission and learning outcomes at the course, degree, and program levels. Assessing how well institutions are currently equipped to measure outcomes, where colleges will need assistance, and where existing good practices to share might be found will assist ACCJC in preparing colleges to meet the new standards

Mission

Three questions from the ACCJC Annual Report offer insight to institutional preparedness for

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measuring outcomes. Colleges were asked to describe the methods used to evaluate accomplishment of mission. Responses suggest that the majority of colleges understand the concept of measuring accomplishment of mission in concrete terms, i.e, accomplishment of college goals: Over half of colleges described the process used to evaluate accomplishment of their goals; half of the colleges listed specific goals or types of evidence used to evaluate accomplishment of goals. Analysis of the responses shows that some colleges interpret their mission in terms of externally defined goals; e.g., 15% reported achievement of external measures such as state goals attached to a specific funding source.

All colleges have a mission statement, most of which have been recently reviewed and revised. Colleges reported the most recent revision of their mission statement as occurring between 1991 and 2001, with 93 of 132 colleges having revised the statement since 1998. More problematic for colleges is describing in concrete terms the degree to which they are accomplishing their missions. Few have evaluation criteria and for each college goal, and many need assistance to differentiate increased efforts (inputs) from outcomes. Rather than reporting the degree to which the mission was being achieved, a substantial portion of colleges (36%) described accomplishment of the mission subjectively, making a statement like "the mission is being accomplished satisfactorily." Another 30% described the data used to evaluate accomplishment of the mission (e.g., program review data) or reported progress on just one goal such as increased transfer rate as evidence of meeting the mission as a whole. An additional 10% described inputs, e.g., greater access, more programs, more computers; 6% cited accredited status; and 11% cited progress on externally established goals as evidence that the mission was being accomplished.

Measures of learning at course, program, and degree levels

Many colleges understand clearly how to measure student learning at the course level. Forty-six percent listed student-based evidence such as common course exams, demonstration and application of skills, product-based evaluations, learning logs, portfolios, and capstone courses in addition to more traditional measures such as quizzes and reports. At the program and degree levels, many institutions (56%) reported using proxy measures for learning such as retention, completion of a set of courses, number of degrees and certificates awarded, and number of transfers to four-year institutions. Another 7% report using measures attached to externally-defined goals. The greatest need of ACCJC colleges appears to be in development of student-based measures of learning for non-vocational programs and associate degrees.

Some colleges are working to develop student-based measures, with 14% reporting that discussions are underway. Two-thirds of institutions expressed a desire for assistance to develop measures of learning in areas of general education, programs and degrees, citizenship skills, and in tracking students after they leave the institution. Many reported they were in the process of improving their research capacities. On the other hand, 21% of colleges state they have no need for help in spite of self-reported information that suggests they have not begun to develop appropriate measures.

Ability to measure job placement

Although specifically mentioned as a desired measure by the USDOE, colleges accredited by ACCJC appear to have particular difficulty in tracking employment of students once they leave the institution. With the exception of measures attached to categorical funds such as CALworks or VTEA, colleges report relying on the limited responses to surveys of students who have left the institution (13%) or external databases of minimal applicability to the majority of their students (16%). Seven percent of colleges reported the number of enrolled students placed by their college employment center. Fifty-four percent reported no source for their data or stated that data were unavailable. Five percent of colleges

reported that job placement was not applicable to them.

Conclusions

The majority of ACCJC-accredited colleges are continually responding to student needs by offering and adding viable programs and courses. Awareness of future accreditation emphasis on student learning outcomes is beginning to drive how institutions focus their improvement efforts. Already colleges are addressing ways they as individual institutions can devise measures of institutional effectiveness and student learning. Colleges generally understand the expectations associated with assessing student learning in meaningful ways, and many have excellent efforts underway. Methods for using the information gained through such assessment to improve student learning must follow. Colleges realize their need for assistance as they develop these methods.

1997-2001Commission Actions on Accredited Status of Members

Dr. Darlene Pacheco, Associate Director

The many facets of year-end review include analysis of all the activities of the Commission. One such effort completed recently analyzed the decisions made by the nineteen member Accrediting Commission for Community and Junior Colleges Commission regarding the accredited status of those of its member institutions which have undergone comprehensive evaluations. Since the current standards went into effect, 23 institutions were visited in the 1997-98 academic year, 17 were visited in 1998-1999 (one was for candidacy), 26 were visited in 1999-2000, and 34 were visited in 2000-2001, including three visited for initial accreditation. (See chart below)

Analysis of the Commission's decisions made after comprehensive visits since the establishment of the 1996 standards reveals that 24 percent of the institutions visited for comprehensive reviews were reaffirmed with no requirements other than the mandatory Midterm Report in the third year of the six-year accreditation cycle. Forty-three institutions (43 percent) were reaffirmed with the expectation that they submit Interim Reports. Interim Reports are required when the institution meets or exceeds accreditation standards, but has received recommendations of some urgency which need to be addressed within a one- to two-year period. Eighteen of the Interim Reports (42 percent) included a visit by Commission representatives, typically the chair of the comprehensive evaluation team and a member of the Commission.

As noted above, all institutions are expected to submit a Midterm Report that responds to team and Commission recommendations and forecasts where the college expects to be at the time of the next comprehensive evaluation. In some instances, the Commission wishes to direct the attention of the institution to a small number of recommendations for special emphasis. In these cases, the Commission will ask for a Focused Midterm Report and may add a visit. Twenty-one colleges were required to provide Focused Midterm Reports; a visit by Commission representatives accompanied two of this number.

Although six institutions had previously been placed on Warning and two institutions had been placed on Probation, no institutions were placed on Warning or Probation in the 2000-2001 cycle. The warning status, currently a public action, requires an institution to "correct deficiencies, refrain from certain activities, or initiate certain actions" within two years. The accredited status of the institution continues during the warning period. The Probation status indicates that the institution is "failing substantially to meet or exceed" Commission standards. It requires institutional reports and visits on a regular schedule and the institution is expected to correct deficiencies within two years. The accredited status of an institution on Probation continues, but reaffirmation may be withheld during the period of probation.

Year	Reaffirm	Interim Report	Interim Report & visit	Focused Midterm	Focused Midterm & visit	Warning	Proba-tion	Initial Accred.	Deferral	Yearly Totals
97-98	7	4	4	5	0	1	2	0	0	23
98-99	3	4	1	4	2	2	0	0	0	16
99-00	10	4	5	4	0	3	0	0	0	26
00-01	4	13	8	6	0	0	0	2	1	34

COMMISSION ACTIONS: MEMBER INSTITUTIONS

JANUARY 2001

Reaffirmed Accreditation
American River College
Bakersfield College
Cerro Coso College
Coastline College
College of the Sequoias
Golden West College
Hartnell College
Hawaii Community College
Honolulu Community College
Kapiolani Community College
Kauai Community College
Leeward Community College
Marymount College
Maui Community College
Orange Coast College
Northern Marianas College
Porterville College
Windward Community College

Accepted Midterm Reports
Brooks College
Citrus College
College of Oceaneering
College of the Siskiyous
D-Q University
Glendale Community College
MiraCosta College
Moorpark College
Sacramento City College
San Diego City College
San Diego Mesa College
San Diego Miramar College
Santa Monica College

Accepted Focused Midterm Report With Visit
Evergreen Valley College
Monterey Peninsula College
Palau Community College
San Jose City College

Accepted Focused Midterm Report
Allan Hancock College
Chaffey College
Napa Valley College
San Francisco College of Mortuary Science

Accepted Interim Report
Solano Community College

Accepted Interim Report with visit & continued Warning
Barstow College
Kelsey- Jenney College
Los Angeles Southwest College

Accepted Interim Report with visit
Oxnard College

Accepted Eligibility Review
Folsom Lake College

Accepted Substantive Change
Brooks College
San Joaquin Valley College

Accepted Addendum
College of Marshall Islands

JUNE 2001

Reaffirmed Accreditation
Cabrillo College
Cañada College
College of San Mateo
Gavilan College
Imperial Valley College
Los Angeles County College of Nursing & Allied Health
Los Angeles Mission College
Los Angles Pierce College
Los Angeles Valley College
Riverside Community College
San Joaquin Valley College
Sierra College

Granted Initial Accreditation
Copper Mountain College
Western Career College

Accepted Focused Midterm Report with visit
College of Miconesia-FSM

Accepted Interim Report with visit
Mt. San Jacinto College
West Los Angeles College

Accepted Progress Report
Deep Springs College
San Francisco College of Mortuary Science

Accepted Progress Report with visit and removed Warning
Barstow College
Los Angeles Southwest College

Accepted Progress Report with visit and continued Warning
Kelsey-Jenney College

Accepted Progress Report with Visit
American Academy of Dramatic Arts

Accepted Addendum to Annual Report
College of the Marshall Islands
Lassen College
Solano Community College

Accepted Substantive Change
American River College
Los Angeles City College

DeferredAction
MTI College of Business

COMMISSION ACTIONS: POLICIES

Policy Actions Taken in 2000-2001

ADOPTIONS

Policy on Professional and Ethical Responsibilities of Commission Members

This policy replaces an existing policy and serves as a sort of "job description" for Commissioners, delineating the purposes of accreditation and speaking to issues of confidentiality, avoidance of conflict of interest, and adherence to established by-laws and policies. The policy describes the responsibilities of the Commission as a whole as it establishes and reviews policies, standards and practices and includes statements of expectations of individual Commissioners. It delineates the responsibilities of the Commission as a whole as it evaluates and determines the accredited status of institutions.

Policy on Code of Commission Good Practice in Relations with Member Institutions.

This policy, reviewed by member institutions twice during its development, documents the Commission's commitments to its members. It includes an array of statements addressing respect for the integrity and character of member institutions and deals with issues of confidentiality, the nature of evaluation visits, and appeals.

Policy on Validity and Reliability

Changes to this policy include a revision of the title to Review of Accreditation Standards. The policy details the Accrediting Commission's conduct of systematic and comprehensive study of the utility, effectiveness, relevance and consistency of its standards and practices.

Policy on Student and Public Complaints Against the Accrediting Institution

Changes to this policy remove the constraint on Commission action when the complainant has instituted litigation against the institution and further detail the responsibility of the complainant. The policy also makes explicit the current Commission practice of maintaining a record of student complaints.

Policy on Distance Learning, Including Electronically-Mediated Courses and Programs

The Commission's attention to distance learning has led the Policy Committee to review the multiple policies currently in place and to develop a single, condensed policy designed to maintain the elements of these existing policies. Based on principles of good practice in providing learning opportunities for students, the policy focuses on issues of quality, accountability, and student learning outcomes. The intent of the policy is to provide a framework for institutions as they adapt delivery modes to the emerging needs of students. The policy includes basic principles concerning distance learning and electronically-delivered instruction as well as guidelines for implementing the policy. It also includes a set of questions to aid development of discussions on this topic in institutional self study as well as in validation of the self study by visiting teams.

Policy on Conflict of Interest

This policy, intended to increase assurance that decisions are made fairly, impartially and avoid allegations of undue influence, is predicated on the notion that the integrity of the accrediting process must be protected by all those who participate in it. It addresses issues of conflict of interest for Commissioners, team chairs and team members, consultants, administrative staff, and representatives from other agencies and clarifies the conditions under which a Commissioner must recuse him/herself, as well as conditions under which he/she may not vote on the accredited status of an institution.

IN FIRST READING

Policy on Substantive Change

New language to this policy clarifies what constitutes a Substantive Change as well as the process institutions should use in communicating proposed changes to the Commission. The policy also requires that Substantive Changes which coincide with comprehensive visits be clearly defined as such and be fully reported in the institutional self study. Additionally, the policy contains new language on appeals to decisions concerning Substantive Changes and clarifies the authority of the Substantive Change Committee to make decisions. Once approved, this policy will become the basis for creation of a Substantive Change Manual.

OTHER COMMISSION ACTIONS

CHEA Statement on Transfer and Public Interest

The Commission endorsed with reservations the statement on Transfer and the Public Interest recently released by the Council for Higher Education Accreditation (CHEA). This paper resulted from a national discussion and deals with issues of transfer of credit. It is being considered by all the regional accreditors, and includes some principles regarding the roles and responsibilities of institutions, accreditors, and national higher education associations in the transfer process. Noting that transfer in higher education is now more varied and more pervasive, the statement cites three criteria that should guide institutional decisions about transfer of courses: quality, comparability, and appropriateness and applicability. Additional criteria address issues such as assuring that transfer decisions are not made solely on the source of accreditation of the sending institution or program, consistency in decision-making, assuring that full and accurate information is provided to students, and flexibility and openness to alternative approaches to managing transfer.

Accreditation of Non-U.S. Institutions

Although the Commission has historically declined to accredit international institutions based outside its region, it has periodically reassessed this position and, at its January meeting, charged its Policy Committee with an analysis of the issue. The Policy Committee examined the matter and took note of the increasing tendency of the distance education technologies and international student programs of member campuses to reduce geographic barriers to accessing American educational institutions.

The Policy Committee also noted that a decision to open accreditation to international institutions might have an impact on the resources and skills needed by the Commission to assess quality. Since the assumption of a common language (English) and common culture underlie the existing criteria and standards, issues of language and culture were also explored. The Policy Committee considered that expansion of the Commission's membership beyond its present geographic boundaries might also effect such variables as budget and fee structure, training offered to self study and evaluation teams, the Commission's staff structure and size, the ability to attract team members willing to dedicate time for travel, the location of Commission meetings and workshops, and the skills and knowledge required of Commission staff and team members. The Commission took action authorizing the Policy Committee to change policies and practices as necessary to open the possibility of accredition to institutions based outside the U.S. provided that they meet the ACCJC's Eligibility Requirements and standards of accreditation.

Team Chairs, Team Evaluators, Team Recommendations

In the 2000-2001 year, the Commission sent 34 teams to conduct comprehensive visits. Five teams were sent to validate Focused Midterm Reports, six were sent to validate Interim Reports, and four went to validate Progress Reports. Institutions visited included the range of ACCJC member institutions —California public and private community colleges, all of the institutions in the Hawaii system, and two in the Western Pacific. Since each team is led by a chair, 49 individuals served the Commission in this activity and while a few were chairing for the first time, some were serving in that capacity for as much as the ninth time. The majority of chairs serve their institutions as presidents. All chairs are required to go through training each time they serve.

Regarding team members, they are currently selected from among volunteers for the expertise they bring to a team. A typical team includes representatives from student services and learning resources, a chief instructional administrator, a business/financial officer, a researcher/planner, a trustee, and faculty representative of the institution's mission. Effort is made to balance teams for gender, ethnicity, private and public institutions, as well as inclusions of members from the schools in the Pacific. In 2000-2001, the Commission sent close to 350 individuals on visits to member institutions. All individuals who serve on teams are trained in person for the first visit and may opt to train on-line for subsequent visits.

Commission staff have been documenting team recommendations since the current standards have been in place. The table below summarizes these findings. Clearly, teams continue to find that most institutions are facing planning and research issues.

TEAM RECOMMENDATIONS 1997-2001

Standard	1997-1998	1998-1999	1999-2000	2000-2001
One	10	7	11	5
Two	20	8	6	6
Three	20	28	39	46
Four	27	23	17	15
Five	21	12	17	15
Six	12	10	15	9
Seven	30	20	25	19
Eight	10	7	14	8
Nine	14	14	8	13
Ten	30	16	16	26

COMMISSION APPOINTMENTS

Executive Director

The Commission appointed **Dr. Barbara Beno** as Executive Director, due to the retirement of Dr. David B. Wolf. Dr. Beno assumed the post on August 1, 2001.

Dr. Beno has a long professional career of advancing the mission of community colleges. Educated at State University of New York, Stony Brook where she received undergraduate and graduate degrees in sociology, Dr. Beno spent 12 years as president of Vista College in Berkeley, California. Prior to that time, she served as Director of Research and Planning for the Peralta Community College District in Oakland. Most recently, she was Assistant Chancellor for Human Resources and Education Services for the San Mateo Community College District.

Dr. Beno's experiences in higher education also include work as an institutional researcher and an instructor. She served as the founding president of the Research and Planning Group, the state-wide community college researchers' association, and she taught sociology at State University of New York at Stony Brook, Queens College of the City University of New York, Hofstra University, and Vista College.

An abiding interest in accreditation and the advancement of the quality of community colleges has prompted Dr. Beno to serve as a member of the ACCJC since 1995 and as a Commissioner for the Accrediting Commission for Senior Colleges and Universities since 1996. She has chaired and served on evaluation teams for the past decade and was a director for the Western Association of Schools and Colleges for three years. Her other contributions to accreditation span a broad array of activities. She participated in work of the Western Cooperative for Educational Telecommunications in developing policies for good practice in distance learning; she served on the InterRegional Accrediting Committee that developed standards for evaluating the Western Governor's University; and she was involved in the research efforts that informed the creation of the current ACCJC standards.

Commissioners

A selection committee, constituted for the purpose of naming Commissioners from among applicants, met at the end of April 2001. Results of the meeting were the reappointment of four current members to a second three-year term and the appointment of five new members. Reappointments include:

Dr. Judith Endeman, former Superintendent of the Ramona Unified District, who will continue to represent the WASC Schools Commission of which she is former chair.

Dr. Lucy Killea, CEO of International Community Foundation in San Diego, who will continue as a public member.

Mr. Jack Pond, Professor of English at Leeward Community College in Pearl City, Hawaii, who will continue to represent faculty.

Mr. Joe Richey, a resident of Thousand Oaks and former Director of Educational Relations for Pacific Bell, who will continue as a public member.

The five new members include the following:

Dr. Brice Harris, Chancellor of the Los Rios Community College District since1996, was seated at the June 2001 meeting of the Commission, filling an existing vacancy. Dr. Harris served as President of Fresno City College from 1991 to1996, coming to California from Missouri. He has participated in a broad array of professional activities concerning higher education in California, including service as chair of several accreditation teams. In addition, Dr. Harris is an active member of many community and civic boards and committees.

Mr. James Cunningham has been selected as a Public Member for a three-year term beginning July 1, 2001. Mr. Cunningham, who lives in LeGrand, California, is a fourth generation beef cattle and turkey rancher. He has served on a number of school boards at various educational levels, including the Merced College Board of Trustees. Mr. Cunningham is active in community and civic affairs and has served on accreditation evaluation teams.

Ms. Lurelean Gaines, chair of the department of nursing at **East Los Angeles College**, has been Vice President of the college Academic Senate, the college's Accreditation Liaison Officer, and has served on many evaluation teams. Before coming to East Los Angeles College, Ms. Gaines was Dean of Nursing at Pasadena City College. She has served on the boards of several health-related organizations. Her three-year term began July 1, 2001.

Dr. E. Jan Kehoe has been **Superintendent-President** of **Long Beach City College** since 1997. Before coming to Long Beach, Dr. Kehoe served as Superintendent-President of Merced College for seven years. Her accreditation activities include chairing four evaluation teams, serving as Accreditation Liaison Officer, and chairing a self study. Her three-year term began July 1,2001.

Ms. Susan Moses, President of the College of Micronesia-FSM, joined the Commission as a representative of member institutions in the Western Pacific. The College of Miconesia-FSM is located in Kolonia, Pohnpei. Ms. Moses has been associated with education in Micronesia since 1973 and is currently chair of the Pacific Postsecondary Education Council. She has served on accreditation evaluation teams, coordinated self studies, and served as the college's accreditation liaison officer. Her service began July 1, 2001.

STAFF REPORTS

Commission Workshops

Date	Workshop	Location
August 18, 2000	Team Chair Training	Westin Hotel, SFO
September 13, 2000	Self Study Workshop	Diablo Valley College
September 20, 2000	Self Study Workshop	El Camino College
September 21, 2000	Self Study Workshop	Long Beach City College
September 15, 2000	Team Training Workshop	Contra Costa College
September 22, 2000	Team Training Workshop	Cypress College
January 19, 2001	Team Training Workshop	Cosumnes River College
January 26, 2001	Team Training Workshop	Santa Ana College

Campus Visits

The ACCJC continues to make sustained contact with its members a high order priority and recent Project Renewal activity revealed that institutions both welcome the contact and desire even more. Accordingly, staff visited campuses throughout the academic year in support of accreditation activities. In the Western Pacific, staff visited American Samoa Community College, Guam Community College, Northern Marianas College, the College of Micronesia–FSM, the College of the Marshall Islands, and Palau Community College. Visits to private institutions included the American Academy of Dramatic Arts, Brooks College, D-Q University, the Heald Colleges in Martinez and Concord, Kelsey-Jenney College, and Queen of the Holy Rosary. Staff also visited 30 of the California public Community Colleges, served on two interim evaluation teams and visited three multi-college District Offices. Staff also conducted Self Study workshops for 17 individual institutions.

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

FINANCIAL SUMMARY*

YEAR ENDED JUNE 30, 2001

REVENUES, 2000-2001	
Annual Fees	$ 807,003
Evaluation Service Charge	
Comprehensive Visits	$ 64,500
Actual Cost Visits	255,610
Interim Visits	5,935
Eligibility Reviews	1,000
Investment Income including unrealized gains	102,279
Contributed Services	420,000
Other Income	543
TOTAL REVENUES	$1,656,870
EXPENSES	
Personnel	$510,329
Office	287,304
Meetings/Travel/Workshops/Dues	167,072
Evaluation Visits	277,593
Contributed Services	420,000
TOTAL EXPENSES	$1,662,298

*Based on Independent Audit

COMMISSIONERS STAFF

Wallace Albertson
Chairperson
Public Member

Jack Hernandez
Bakersfield College

Ernest "Chuck" Ayala
Public Member

Barbara Beno
Vista Community College

Leon Baradat
MiraCosta College

John T. Cruz
Guam Community College

Judith Endeman
WASC Schools Commission

Jane Hallinger
Pasadena City College

Brice Harris
Los Rios CCD

Margaret Hartman
CSU, Los Angeles

Lucy L. Killea
Public Member

Lee M. Lockhart
Public Member

Thomas McFadden
Marymount College

Garman "Jack" Pond
Leeward Community College

Martha Romero
College of the Siskiyous

Joseph L. Richey
Public Member

Joyce Tsunoda
Community Colleges
University of Hawaii

Judy E. Walters
Chancellor's Office
of the California Community
Colleges

Michael Widener
Compton College

David B. Wolf
Executive Director

Gari Browning
Associate Director

Darlene Pacheco
AssociateDirector

Barbara Dunham
Executive Assistant

Thomas Lane
Administrative Support/MIS

The Accrediting Commission for Community and Junior Colleges evaluates and accredits public and private post secondary institutions offering one or more educational programs of two academic years in length, which grant the associate degree, which seek accreditation under ACCJC criteria.

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